

CONTINUOUS SCHOOL PRACTICE TOOLBOX



**MINISTRY OF EDUCATION
AND SPORTS**

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CONTINUOUS SCHOOL PRACTICE TOOLBOX



Description of the tools

Continuous School Practice activities in the NTC			
Activity	Tools		
	#	Name	Description
Methods courses	1	Secondary school Teacher Competency Profile	Explains the duties and tasks of a secondary school teacher
	2	Teacher's Code of Conduct	Explains the conduct a teacher has to respect
Observation of a demonstrative lesson	3	Tool for Observation of a lesson (short and long version)	Provides guidelines to observe a lesson (conducted by a lecturer, a teacher, or a NTC student)
Development of schemes of work	4a	Scheme of work template	Presents the information to be included in a scheme of work (what to teach, when, how, which textbooks...) It is a scheme of work template common to all subjects: if elements may vary from subject to subject, the variations will be minor.
	4b	Tool for peer review of scheme of work	Provides guidelines to NTC students to review a scheme of work developed by a peer
Development of lesson plans	5a	Lesson plan template	Presents the information to be included in a lesson plan (objectives, materials, time, blackboard diagrams...) It is a lesson plan template common for all subjects, as variations will be minor.
	5b	Tool for peer review of lesson plan	Provides guidelines to NTC students to review a lesson plan developed by a peer
Microteaching among NTC students	6	Tool for reflection on a NTC student's practice	Provides guidelines to reflect on a NTC student's practice: <ul style="list-style-type: none"> • Self reflection • Peer reflection • PSS teacher reflection • NTC lecturer reflection

Continuous School Practice activities in the partner secondary schools			
Class observation	3	Tool for Observation of a lesson	Provides guidelines to NTC students to observe a lesson conducted by a secondary school teacher
Tutorials with secondary schools students	6	Tool for reflection on a NTC student's practice	Provides guidelines to reflect on a NTC student's practice: <ul style="list-style-type: none"> • Self reflection • Peer reflection • PSS teacher reflection • NTC lecturer reflection
Team teaching with 1 teacher			
Team teaching by 2 students			
Class practice			
Continuous school practice overall coordination			
Allocation of students	7	Template for allocation of students	Template to be filled in to allocate the students for their different continuous school practice activities in the partner secondary schools.
Continuous school practice overall assessment	8	Template for record of continuous school practice activities	Template to be filled by NTC student to record the continuous school practice activities implemented either in the NTC or in the partner secondary schools.
	9	Portfolio assessment template	Provides a template to be filled by supervising lecturer to assess the student's continuous school practice portfolio
Continuous school practice report	10a	Continuous school practice report template	Template to be filled in by School Practice Office to report on the continuous school practice activities of the term
	10b	Continuous school practice report template for partner secondary schools	Template to be filled in by partner secondary school head-teachers to report on the continuous school practice activities of the term

Tool 1: Secondary School Teacher Competency Profile¹

An occupational competency profile of a secondary school teacher

DUTIES	TASKS				
DUTY A	A1	A2	A3	A4	A5
Participate in planning of school programmes	Participate in determination of school activities	Participate in implementation of school activities	Participate in budgeting process	Participate in mobilization of resources	Participate in allocation or resources
	A6	A7			
	Participate in procurement process	Participate in preparation of staff development plans			
DUTY B	B1	B2	B3	B4	B5
Prepare teaching and learning activities	Prepare schemes of work	Determine source of information	Prepare learning resources	Determine teaching methods	Determine learning activities
	B6	B7	B8	B9	
	Prepare lesson notes	Prepares lesson plans	Determine learning venue	Organise projects eg exhibition	
DUTY C	C1	C2	C3	C4	C5
Deliver teaching and learning activities	Organise learning venue	Perform diagnostic assessment	Demonstrate skills/ activities	Motivate learners	Administer learning assignments
	C6	C7	C8	C9	C10
	Manage the learning process	Manage teaching learning resources (tools+ equipment+ materials)	Register learners attendance	Evaluate teaching and learning process	Carry our remedial work
DUTY D	D1	D2	D3	D4	D5
Assess Learning	Prepare assessment scheme	Determine areas of Assessment	Set objectives for assessment	Prepare assessment instruments	Moderate assessment instruments
	D6	D7	D8	D9	D10
	Prepare scoring guides	Prepare resources for assessment	Sensitize learners on assessment rules and regulations	Administer assessment	Assess learner competences
	D11	D12	D13		
	Prepare mark sheets	Analyses assessment results	Provide feedback on assessment		

¹ MoES, Competency Profile of a Secondary School Teacher in Uganda

DUTY E	E1	E2	E3	E4	E5
Carry out guidance and counseling	Identify individual learners guidance and counselling needs	Provide sensitization on guidance and counselling	Source resource persons and materials	Organize guidance + counselling sessions	Participate in career guidance talks
	E6	E7	E8	E9	
	Prepare guidance and counselling reports	Carry out research on development trends	Provide reproductive health education	Provide support to learners with special needs	
DUTY F	F1	F2	F3	F4	F5
Carry out co-curricular activities	Determine type of activities	Prepare equipment tools and materials	Prepare co-curricular venues	Participate in coaching/mentoring of participants	Supervise co-curricular activities
	F6	F7			
	Nurture learners talents	Participate in mentoring of participants			
DUTY G	G1	G2	G3	G4	G5
Perform occupational safety, health + security activities	Participate in healthy, safety and security training	Wear protective gear	Manage waste disposal and sanitation	Apply occupational safety, health and security regulations	Maintain safety and security measures
	G6	G7	G8	G9	
	Prepare first aid kit	Administer first aid	Display safety signs	Engage in sensitisation on HIV/AIDS and other health concerns	
DUTY H	H1	H2	H3	H4	H5
Carry out administrative tasks	Manage information	Participate in admission of learners	Participate in staff recruitment	Sensitize learners on rules + regulations	Conduct school assemblies
	H6	H7	H8	H9	H10
	Assign work	Supervise work	Evaluate work	Manage conflicts	Prepare administrative records
	H11	H12	H13	H14	H15
Prepare accountability reports	Appraise staff/ students	Participate in public relations activities	Participate in meetings	Participate in decision making	

DUTY I	I1	I2	I3	I4	I5
Participate in continuous professional development (C.P.D)	Attend technical workshops	Attend refresher courses	Provide support	Mentor others	Attend professional training
	I6	I7	I8	I9	I10
	Obtain membership in professional organisations	Review publications and other sources of knowledge	Network with peers of professional matters	Network with other agencies on technical matters	Participate in research and dissemination
DUTY J	J1	J2	J3	J4	J5
Participate in education for sustainable development activities	Participate in landscape gardening	Participate in tree planting	Engage in preservation of cultural heritage	Apply environmental guidelines and regulations	Promote gender equity
	J6	J7	J8		
	Participate in entrepreneurship activities	Engage in sustainable energy use practices	Participate in sustainable use of other resources		
DUTY K	K1	K2	K3	K4	K5
Network with stakeholders	Identify areas of collaboration	Identify relevant partners	Establish roles of stakeholders	Collaborate with partners	Promote partnership
	K6	K7	K8		
	Monitor partnership outputs/ outcomes	Evaluate partnerships	Participate in community activities		
DUTY L	L1	L2	L3	L4	L5
Promote awareness of civic rights, responsibility and obligations	Participate in establishment of patriotism activities	Participate in civic activities	Participate in human rights education	Participate in the observance of national and world days	Promotion and observation of human and child rights
	L6				
	Educate on National Symbols				

Tool 2: Teacher's Code of Conduct

GOVERNMENT OF UGANDA TEACHER'S CODE OF CONDUCT

(http://wikieducator.org/Teacher_code_of_conduct; as of 2nd December 2017)

Part I - Membership to the Teaching Profession

Membership to the teaching profession shall be open to a person who has successfully completed an approved course of training as a teacher leading to the award of a recognized certificate in teaching and whose name has been entered in the registrar of teachers in accordance with the provisions of the Education Act, 1970, and such a person has been issued with a certificate of registration as a teacher. Licensed Teachers; a person who has not fulfilled the requirements of sub-paragraph one of this code, may join the service if that person meets the requirements of eligibility and a license to teach, in accordance with the provisions of the Education Act, 1970, in regard to a person who may be licensed to teach and whose name has been entered on the Roll of persons licensed to teach.

Part II - The Child-Learner

A teacher's chief responsibility is towards the child/learner under the teacher's care and the teacher shall guide each child/learner where necessary in and out of school in order to develop the child/learner in body, mind, soul, character and personality. The teacher shall therefore: -

- respect the confidential nature of information concerning each child/learner and may give such information only to persons directly concerned with the child-learner's welfare.
- Recognize that a privileged relationship exists between the teacher and the child/learner and shall refrain from exploiting this relationship by misconduct prejudicial to the physical, mental and moral welfare of any child/learner and the teacher shall not have a sexual relationship with the child/learner: and
- Refrain from using a child/learner's labour for private or personal gain.

Part III - Professional Conduct

A teacher shall

- At all times live up to the highest standards of the profession and avoid any conduct which may bring the profession and the service into disrepute.
- Teach conscientiously with diligence, honesty and regularity.
- Teach objectively in all the matters including politics, religion, race, tribe and sex.
- Not take advantage of his or her influence to indoctrinate the child/learner towards the teacher's tenet, dogma or doctrine.
- Prepare relevant schemes of work, lesson notes teaching aids well in advance to ensure effective teaching and learning.
- Set an adequate amount of written and practice exercises promptly for effective teaching and learning.

- Mark and evaluate all written and practical exercises promptly and carefully.
- Undertake such remedial teaching as effective learning might require.
- Observe regulations and instructions regarding coaching and private instruction issued from time to time by appropriate authorities.
- Seek for and obtain permission to be absent from duty from the head teacher before the occurrence of such absence.
- Not to teach while under the influence of alcohol or drugs or come to school while drunk.
- Not to eat any food while conducting a lesson except when required for the purpose of teaching or on medical grounds.
- Conduct all internal and external examinations in accordance with rules governing such examinations issued from time to time by the competent authorities and shall not commit any offence against examination regulations in force.
- Follow the program discussed with and approved by the head of the department and shall co-operate with the head of the department and other teachers in carrying out that program.
- Make schemes of work, records of work and lesson preparation books available to the head teacher and the head of the department for inspection.
- Allow the head of department or the head teacher to be present while the teacher is teaching.
- At all times, maintain a professional attitude towards colleagues, avoiding derogatory, slanderous and unfair criticism against his or her colleagues and shall at the times create and maintain harmony.
- Use proper channels of communication and flow of information.
- In view of ever rising standards, strive to improve his or her own academic and professional standard but shall not do so at the expense of the children/learners he or she teachers; and
- Maintain and keep in a safe manner records of learners' performance in examinations to enable him or her report factually and objectively on each learner's progress.

Part IV- Professional Responsibility

A teacher shall

- Devote such time to his or her duties as is necessary by the nature of his or her post.
- Not engage in private or personal activities when he or she is expected to teach or supervise learning and other curricular activities.
- Not trade or transact business when he or she is expected to be on duty.
- Not to bring any pet or baby or any other child not being registered in the school to class since this will interfere with the discharge
- of school duties.
- Not be an accomplice to any activity likely or intended to cause disturbance or riot within the school.
- Not to be absent without authority from his or her class lessons and teach without discrimination or bias against any pupil in his or her class regardless of the child's/learner's race, religion, tribe, place of origin or sex.
- Conduct all his or her lessons and teach without discrimination or bias against any pupil in his or her class

regardless, of the child's/learner's race, religion, tribe, place or sex.

- Maintain and keep in a safe manner all records of school property under his or her care and account for such property when asked to do so by the head of the department or head teacher.

Part V- The Teacher's Personal Conduct

A teacher shall

- Dress appropriately and shall be in mode of dress decent and smart.
- Attend to his or her personal appearance ensuring a neat and pleasant outlook while on duty and in public places and shall avoid unkept hair and beard.
- Observe the laws of Uganda particularly in matters of sex, marriages and parenthood and shall at all times set a good example to the children.
- Not write, circulate or cause to be written or circulate any anonymous letter or any document with malicious intent and
- Show respect for school rules set by the governing body of the school and shall assist in their implementation.

Part VI - The Head teacher

As a teacher and leader in the teaching profession, a head teacher is bound by this code of professional conduct and shall set a good example in the strict observance of all provisions of the code.

In addition, a head teacher shall enforce the observation of the code of professional conduct on all teachers under him or her in accordance with the law, regulations and other provisions of the education service and shall promptly deal appropriately with all breaches of the code.

In particular, and without derogation to the generality to sub-paragraphs 1 and 2 of this paragraph the head teacher shall:

- Be the custodian of good educational standards in his or her school and shall aim high in educational standards.
- Enroll children into the school without bias or discrimination and within the regulations and provisions of the laws in force in Uganda.
- Collect all school fees and receive all other school monies such as gifts, donations and endowments according to policies issued from time to time by the competent authorities.
- Pay all salaries and wages to the rightful owners as soon as such salaries and wages are received and due;
- Account for all the money as collected and received on behalf of the school;
- Keep all school records in his or her custody in safe condition and ensure that such records contain correct information.
- Not connive with members of staff or any other person so as to bring the profession and the service into disrepute.
- Not conceal any act of misconduct committed by a member of his or her staff or by any child/learner of the school whether committed within or outside the school.
- Not receive a bribe in relation to the discharge of his or her duties and ensure that his or her staff does not do so.

- Ensure that all teachers and students observe punctuality alike.
- Report factually and objectively on members of his or her staff on matters required in Annual confidential reports or when assessing a teacher's capability as to a post of responsibility applied for when reporting any breach of the law to the competent authorities.
- Report factually and objectively on all matters concerning school children without fear, favour, bias or discrimination.
- Not carry out or transact any private business within or outside the school premises when she or he is expected to be on official duty within or outside his or her school.
- Not take it upon himself or herself to physically punish a teacher involved in the breach of this Code or any other regulations in force but will use all avenues open to him or to her to report such breaches to the appropriate authorities for action.
- Be present in the school as much as possible and whenever he or she is out of the school, he or she shall leave correct information of his or her whereabouts with his or her deputy or any other person authorized to act and shall always ask his or her deputy to act on his or her behalf when he or she is on duty outside the school.

Part VII - The Community

A teacher shall

- Project a good image in the community where he or she lives by participating as appropriate in activities of the community;
- Set a good example to the pupils and the public by obeying lawful and established authority and being law-abiding;
- Attend, where practically possible religious functions of his or of other persuasions;
- And respect other recognized religions within the school where he or she is teaching;
- And through his or her own conduct and inspiration with his or her family, be a good example to the community and the school.

Part VIII - Enforcement of the Code

- It is the duty of every teacher to observe and respect this Code and to report any breach of the Code to the appropriate authorities.
- All matters or cases involving the breach of the code reported to the Committee or Commission shall be dealt with in accordance with the laws and regulations in force at the time of the breach of the code.
- All matters dealt with by the Committee or handled by the appropriate authorities or all those concerned shall keep Commission confidential.

Tool 3a: Tool for lesson observation (long version)²

Description of the tool: This is a common tool for all observations, whoever is the observer: a NTC students, a NTC lecturer, a secondary school teacher.

BASIC INFORMATION

Precise here the type of lesson observed (tick only one box)

- observe a demonstrative lesson conducted by a NTC lecturer
- observe a lesson conducted by a secondary school teacher
- observe a class practice conducted by a student

Person conducting the lesson name and position:		College/School:	
Date:		Class and stream (if applies)	
Subject:		Observer's name and position	

LESSON OBSERVATION

Area	What could be observed (you can tick the box when it was observed)	Comments
A. Lesson Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> Schemes of work <input type="checkbox"/> Lesson plans <input type="checkbox"/> Lesson notes <input type="checkbox"/> Instructional resources <input type="checkbox"/> Clarity of lesson competences <input type="checkbox"/> Differentiation of learners' competences (domains and levels) <input type="checkbox"/> Assessment strategies planned 	

² SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016, p. 51. This tool is adapted from tool 3 classroom observation tool in sup sup guidelines, with pre and post observation.

B. Physical Environment	<ul style="list-style-type: none"> □ Availability of resources , supplies needed for the lesson □ Classroom organization and physical layout (teacher-to-student and student-to-student interactions) □ Organisation of desks and chairs for group work □ Appropriate environment for special needs students □ Safety (physical and emotional) in the classroom □ Cleanliness, lighting and aeration □ Evidence of display of previous learning aids 	
C. Lesson Strategies and Activities	<ul style="list-style-type: none"> □ Activation of students' prior knowledge □ Communication of expected competences to the learners □ Use of strategies that are appropriate for the lesson competences □ Use of activities and student work that engage students as active learners □ Differentiation of strategies, activities, and student work to ensure that all students sufficiently benefit from the lesson (support slow learners) □ Gender responsiveness □ Communication of accurate, relevant content, key concepts, skills and understandings □ Pacing and use of lesson time □ Team teaching with fellow lecturers/students or teaching assistants □ Provision of hand-outs and references (including electronic resources) for further reading □ Integration of life skills 	
D. Utilization of instructional materials	<ul style="list-style-type: none"> □ Adequacy of instructional materials □ Appropriateness of the instructional materials □ Use of the instructional materials □ Innovative use of instructional materials □ Use of chalkboard and handwriting 	

E. Presentation & communication	<ul style="list-style-type: none"> <input type="checkbox"/> Audibility <input type="checkbox"/> Confidence/enthusiasm <input type="checkbox"/> Non-verbal communication e.g. gestures <input type="checkbox"/> Clarity of explanation and instructions <input type="checkbox"/> Maintaining eye contact <input type="checkbox"/> Composure <input type="checkbox"/> Mastery of content/subject 	
F. Classroom Management and Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom rules, expectations and procedures that minimize time wasting, maintains student discipline/behavior, and maximize student engagement in the lesson <input type="checkbox"/> Reinforcement of positive behavior; redirection of off-task conversations; correction of disruptive behaviors <input type="checkbox"/> Reinforcement and use of Institutional norms and routines <input type="checkbox"/> Movement in classroom <input type="checkbox"/> Modelling of honesty, integrity and personal responsibility <input type="checkbox"/> Team building within the class <input type="checkbox"/> Use of energizers and ice breakers <input type="checkbox"/> Guidance and counselling 	
G. Lesson conclusion	<ul style="list-style-type: none"> <input type="checkbox"/> Summary of key ideas at the end of the lecture <input type="checkbox"/> Linking the lesson to the next lesson <input type="checkbox"/> Take home assignments/reading assignments 	

Observer's name, Position, Date and Signature:

Tool 3b: Tool for lesson observation (short version)³

Description of the tool: This is a common tool for all observations, whoever is the observer: a NTC students, a NTC lecturer, a secondary school teacher.

BASIC INFORMATION

Precise here the type of lesson observed (tick only one box)

- observe a demonstrative lesson conducted by a NTC lecturer
- observe a lesson conducted by a secondary school teacher
- observe a class practice conducted by a student

Person conducting the lesson name and position:		College/School:	
Date:		Class and stream (if applies)	
Subject:		Observer's name and position	

LESSON OBSERVATION

A specific or all of the following areas may be observed.

Area	Comments
A. Lesson Preparation	
B. Physical Environment	
C. Lesson Strategies and Activities	
D. Utilization of instructional materials	
E. Presentation & communication	
F. Classroom Management and Leadership	
G. Lesson conclusion	

Student (Observer)'s name, Registration student number, Date and Signature:

³ SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016, p. 51. This tool is adapted from tool 3 classroom observation tool in sup sup guidelines, with pre and post observation.

Tool 4a: Scheme of work template⁴

NAME:

REGISTRATION NUMBER:

SCHOOL:

CLASS:

TERM (#, dates):

SUBJECT:

LEARNING OUTCOMES (related to the different topics):

Weeks & Dates	# Periods and duration ¹	Topic ²	Sub topic ³	Competences (knowledge, attitudes, skills)	Content	Methodology ⁴	Activities	Life skills & values	Instructional resources	References	Remarks

⁴ Based on Muni, Kabale, Kaliro templates in use in the colleges. A Scheme of work can be common to different streams.

Tool 4b: Tool for peer review of scheme of work (STAR methodology)

- **STRENGTHS:** What are the strengths of the scheme of work?
- **AREAS FOR IMPROVEMENT:** What are the areas for improvement of the scheme of work? What could be improved?
- **RECOMMENDATIONS:** What are your recommendations to improve the scheme of work? How could it be improved?

Tool 5a: Lesson plan template ⁵

Name of school	
Date	
Time & Duration⁵	
Subject	
Class and stream	
Info on Students (# M/F, average age, special needs)	
Topic⁶	
Sub-topic⁷	

Competences

Content

Methodology

Life skills and values

Instructional materials

Assessment plan (type, tool, technique)

References

⁵ Based on ATL portfolio + yellow additions from Muni, Kabale, Kaliro, Unyama

LESSON DEVELOPMENT

Steps	Time ⁸	Teachers' activities	Learners' Activities
Introduction		Review (prerequisite knowledge) Linkage Appetiser	Respond to Questions
Experiencing		Introduces new material, new content Explores learners' experiences: Using a selected method the Teacher facilitates learners to share their experiences and clarifies and summarises. Demonstrates Teacher gives activities to learners. Assigns tasks	Sharing of experiences. Working out Listening comparing Answering Observing Demonstrating Asking Hands on activities
Integration		Consolidates old and new experiences, application in life	
Evaluation		Reflects, summarises, concludes, gives assignment (research, further practice) Gives class exercise and moves around to monitor progress giving feedback.	Workout exercise Respond to feedback

CHALK BOARD PLAN (for teachers' contributions – illustrations, new information, lesson summary...- and learners' contributions – exercises...)

Tool 5b: Tool for peer review of lesson plan (STAR methodology)

- **STRENGTHS:** What are the strengths of the lesson plan?
- **AREAS FOR IMPROVEMENT:** What are the areas for improvement of the lesson plan? What could be improved?
- **RECOMMENDATIONS:** What are your recommendations to improve the lesson plan? How could it be improved?

Tool 6: Tool for reflection on practice (STAR methodology)

Description of the tool: Provides guidelines to reflect on a NTC student's practice.

Tick the practice activity you are reflecting on (select only one):

- Microteaching
- Tutorials
- Team teaching with one teacher
- Team teaching by 2 students
- Class practice

Tick where adequate: (select only one)

- Self reflection
- Peer reflection
- Partner secondary school teacher reflection
- NTC lecturer reflection

Potential areas of reflection:

- Lesson Preparation
- Physical Environment
- Lesson strategies and Activities
- Utilization of instructional materials
- Presentation & communication
- Classroom Management and Leadership
- Lesson conclusion

STRENGTHS: What are the strengths of the practice?

AREAS FOR IMPROVEMENT: What are the areas for improvement in the practice? What could be improved?

RESOLUTIONS (self) or RECOMMENDATIONS (peer, teacher, lecturer): What are your resolutions or recommendations to improve the practice? How could it be improved?

Tool 7: Template for allocation of students

DES Students in subject combination xxxx &xxxx-Year 1

Serial/N	Info on Students												
	Reg#	Students Name	Sex	Subject CSp	Student tel	date	Duration	PSS	Class	Teacher	Teacher's Tell	Lecturers tel	done
1		Student 1											
2		Student 2											
3		Student 3											
4		Student 4											
5		Student 5											
7		Student 6											
8		Student 7											
9		Student 1											
		Student 1											

Tool 8: Template for record of continuous school practice activities

Description of the tool: Template to be filled by NTC student to record the continuous school practice activities implemented either in the NTC or in the partner secondary schools.

Academic Year:

Name of Student:

Registration:

Year of study:

Subject:

Continuous school practice Activities						
Type of CSP activities implemented (lesson observation, class practice..)	When		Where			Teachers
	Date	Time	School/ NTC	Class/stream	subject	(name, position, Signature)

Tool 9: Portfolio assessment template

Description of the tool: Template to be filled by supervising lecturer to assess the student's continuous school practice portfolio.

BASIC INFORMATION

Name of Student:

Registration:

Year of study:

Academic Year:

Subject:

Introduction				
Content			Assessment	
	Qty	(tick if the qty is respected)	Strengths	Areas for improvement
Table of content	<input type="checkbox"/>	1		
Record of continuous school practice activities implemented	<input type="checkbox"/>	1		
Competency Profile	<input type="checkbox"/>	1		
Code of conduct	<input type="checkbox"/>	1		
General outlook	<input type="checkbox"/>	1		
Evidence (photos, videos...)		(optional)		
Continuous School Practice activities in the NTC				
Activity	Content		Assessment	
	Item	Qty	Strengths	Areas for improvement
		(tick if the qty is respected)		
Observation of a demonstrative lesson	Notes - Observation of demonstrative lesson	<input type="checkbox"/>		
Development of schemes of work	Schemes of work	<input type="checkbox"/>		
	Peer review of Schemes of work	<input type="checkbox"/>		
Development of lesson plans	Lesson plans	<input type="checkbox"/>		
	Peer review of lesson plans	<input type="checkbox"/>		

Development of instruction materials	instruction materials photographs and/or narrative description of the use of instruction materials	<input type="checkbox"/> 1/lesson plan		
Microteaching among NTC students	Notes – Self-reflection on microteaching	<input type="checkbox"/> At least 1		
	Notes – Reflection on peers’ teaching	<input type="checkbox"/> At least 2		
Continuous School Practice activities in the partner secondary schools				
Class observation	Notes – Class observation	<input type="checkbox"/> 2		
Class practice	Notes – Self-reflection on class practice	<input type="checkbox"/> 1		
	Notes – Reflection on peers’ class practice	<input type="checkbox"/> At least 2		
	Notes – reflection on student’s class practice by one lecturer	<input type="checkbox"/> At least 1		
Tutorials with secondary schools students (if applicable)	Notes – Self-reflection on tutorials	<input type="checkbox"/> ___(At NTC discretion)		
	Notes – Reflection on peers’ tutorials	<input type="checkbox"/> ___(At NTC discretion)		
Team teaching with 1 teacher (if applicable)	Notes – Self-reflection on team teaching	<input type="checkbox"/> ___(At NTC discretion)		
Team teaching by 2 students (if applicable)	Notes – Self-reflection on team teaching	<input type="checkbox"/> ___(At NTC discretion)		

Recommendations

Support supervisor: Name, position, date, signature:

Student: Name, position, date, signature:

Tool 10 a: Continuous school practice report template for NTC

Description of the tool: Template to be filled in by School Practice Office in order to consolidate the different information received from each department to report on the continuous school practice activities of the term.

ACTIVITIES IMPLEMENTED

This section present the different activities implemented, with information on their objectives, participants (number, positions, gender and background), the programming (dates and location), methods and outcome. You can opt for a narrative presentation or a table.

INDICATORS PROGRESS

This section reflects the progress on the indicators.

Indicator	Source
Number of students (M/F) doing continuous school practice activity in NTC (microteaching, ...) and in partner secondary schools (per type of activity)*	NTC workplan M&E Project Matrix
Level of application of ATL by NTC students in continuous school practice	M&E Project Matrix
% of NTC students using ATL in their lesson plan	NTC workplan
Number of DES students with CSP Portfolios assessed	NTC workplan

* The information on this indicator has to be presented as such:

Activities	Number of DES Year 1		
	M	F	T
Methods courses			
Observation of a demonstrative lesson			
Development of schemes of work			
Development of lesson plans			
Development of instruction materials			
Microteaching among NTC students			
Class observation			
Tutorials with secondary schools students			
Team teaching with 1 secondary school teacher			

Team teaching by 2 students			
Class practice in partner secondary schools			

EVALUATION

This section reflects the reactions of participants to the activities.

WAY FORWARD

Gives an overview of the next steps.

ANNEX

It can be overview of the participants, detailed agenda, and where relevant detailed outputs of the activities.

Tool 10 b: Continuous school practice report template for Schools

ACTIVITIES IMPLEMENTED

This section present the different activities implemented, with information on their objectives, participants (number, positions, gender and background), the programming (dates and location), methods and outcome.

You can opt for a narrative presentation or a table.

INDICATORS

Activities	Number of DES Year 1		
	M	F	T
Class observation			
Class practice			

EVALUATION

This section reflects the reactions of participants to the activities.

WAY FORWARD

Gives an overview of the next steps.

ANNEX

It can be overview of the participants, detailed agenda, and where relevant detailed outputs of the activities.

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Design by



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